

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVII.

ST. LOUIS, NOVEMBER 4, 1884.

No. 11.

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ST. LOUIS, NOVEMBER 4, 1884.

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Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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St. Louis, November 4th, 1884.

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## LET US BE THANKFUL.

PRESIDENT ARTHUR issues a proclamation for Thanksgiving, saying:

"I, Chester A. Arthur, President of the United States, do hereby designate as such day of general thanksgiving, Thursday, the 27th of this present November, and I do recommend that throughout the land, the people, ceasing from their accustomed occupations, do then keep it a holiday at their several homes and their several places of worship, and with heart and voice pay reverent acknowledgement to the Giver of all good for the countless blessings wherewith He has visited this nation."

BRACE UP, Amos, brace up! We refer to Amos M. Kellogg, of the *School Journal*, N. Y.

DID you read the suggestions of Edward Everett Hale in the *North American Review* for November on the school question?

LET us have the seventy millions for education as proposed in the "Blair Bill," and this will only supplement the funds raised by each State to a limited extent. Talk it over. We can furnish you all the evidence you need, both as to the necessity and constitutionality of this measure.

"You make us a great and a grand offer with the excellent and helpful journal and the cyclopedia," says Miss Emma Lelpham, of Nebraska. "Please send at once,"—and we obey orders, and would—if we had ten thousand such from the live, wide-awake teachers of Nebraska.

"I RECEIVED the JOURNAL and cyclopedia, and I am so much pleased

with both of them," says Miss Jennie E. Hopkins of Kansas, "that I ask you to send others at once to ——. Enclosed please find P. O. Order for the amount. Every teacher in Kansas ought to have these works."

IN what way so cheaply, in what way so unobjectionably can the State help and train and unite its citizens, as by education?

LET us make a strong push for the seventy millions to avert the dangers of illiteracy.

WE confess we do not think there was anything "comparable in some other journal" in reporting the proceedings of the Madison meeting to Mr. Bicknell's paper. We have quoted almost entirely from that paper. It was from Mr. Bicknell's paper that we learned that "Dr. Bicknell, LL.D., President, Boston, presided at the chief meetings." It was also from Dr. Bicknell's paper that we learned "ninety loaves of cake were" baked "under the oversight of the charming daughter" of the Governor, and other like important events that Dr. Bicknell reported in his paper as accomplished by 6,000 present. It was from Dr. Bicknell's paper too that we learned, to quote his exact words, that the two thousand teachers who did not pay \$2 to help him grind his axe at Madison, "belonged to a low order of manhood."

WE have an order to send the JOURNAL to W. H. Brown, Webster. There are twenty-three Post-offices by the name of Webster, to which one will Mr. W. H. Brown have the JOURNAL sent. The money came all right.

IT should be remembered that the illiterate voters of Maine, New Hampshire, Massachusetts and Connecticut, of New York, New Jersey, Pennsylvania, Ohio, in short of every Middle, Southern, and most of the Western States, have power, if combined, to decide any political issue that is now or for years is likely to be, pending between political parties. They represent ten of our fifty millions of people.

"LET us recognize," says Professor Woodward, "the inestimable value of American public education. With all its faults it is our best inheritance. Let us be just, yea generous if need be, to the bridge that has brought us over. Let us say, 'God speed your work!' to those who are battling for education in States black with illiteracy, and let us commend the splendid work done by earnest men and women on all sides. But the faults—we must not be blind to them. If the old education has been good, we can make the new better."

WE thank the hosts of new subscribers who so fully and promptly wrote us of the value of both the JOURNAL and the new premium we send. Never before in the history of journalism has so much been given for so little money. We send seven or eight hundred columns of this journal and sixteen hundred columns of our "Library of Universal Knowledge," remember, postpaid, for \$1.00. You might, with profit to all concerned, mention these facts to your friends.

SO THERE was, it seems, a "decided undertow against" the renomination and election of the peripetetic "LL.D., ex-President, Boston." There is no doubt "it was a mistake."

SOME of our advertisers pay very high prices per word to get their wares to the notice of our constituency; and if our teachers and their pupils want an example of condensation, let them re-write any advertisement they find in our columns and strike out the superfluous words and send it to us!

MISS LOUISE K. POTTER, daughter of President of the Glendale Female College, located at Glendale, Ohio, has returned to St. Louis and will establish an art school at the Women's Home. Miss Potter is not only mistress of her art, but a cultured lady of great merit and she deserves the patronage, as we trust she will receive it of the St. Louis patrons of art. Miss Potter studied in Europe for several years with the best masters of the age.



## OUR PLATFORM.

THE only party in this country to-day that has a vital question before it—a question in which all the people are alike interested—is that led by the AMERICAN JOURNAL OF EDUCATION!

It is the party of intelligence against ignorance—of strength against weakness—of success against failure. It is *sure* to win!

Intelligence pays—ignorance costs. Intelligence wins and succeeds—ignorance loses and fails.

We want to make this intelligence universal and that will make success universal. Other issues are temporary—other questions compared with this, of educating all the people, are insignificant. This is the first great pressing duty of the American people to-day—this is the problem to solve. The solution of this will be the solution of others. Intelligence pays. Ignorance costs.

Whatever of success we have attained; whatever progress has been made by the people, this has come from an intelligent use of the means intelligence has furnished. Ignorance hinders; ignorance limits; ignorance does not discover, does not know how to apply, does not make effort to help itself or to help any one else. Intelligence, in helping itself, helps others. Intelligence wins.

We work for this. This is our platform this the party of the people, the party of progress, the party of success, the party of permanence.

There is room for all here. The doors are open—the platform is broad. Our party is sure to win.

There are three great questions before the American people that must, and *will*, command attention, in one of two ways. These questions are:

- 1st. Illiteracy.
- 2nd. Intemperance.
- 3rd. The growing power of monopolies.

These questions must be taken up and must be disposed of by the people in the interests of the people, and not in the interests of any "party" or any "click of individuals." These three monstrosities are a menace to our peace, to our prosperity, to our liberties. They demand a degree of wisdom and firmness and such united, intelligent action on the part of the wise and patriotic as to challenge the best—in statesmanship—the best in eternal equities.

No one party, as a party, can solve these problems. Neither one of the two great political parties, (great in numbers only, and *very* small in principles,) as at present constituted, have the moral courage or the independence to grapple with these three growing evils. The "ins" are afraid they will be turned out, and the "outs" are afraid they will not get in; and on these "issues," and these alone, the whole country has been debauched,

with a recital of the low personalities and peccadillos of the two candidates for months past.

The "tariff" was a sham. One party wanted a little more, the other a little less, both lacking the sense or courage to say how much or how little. Meantime, illiteracy is on the increase, and the darkness and brutality of the ignorant voter becomes so much "merchandise" to be bought and sold by those who are the most reckless in the use of money power to win.

The hour has come and the time is ripe for the organization of a party with both ideas and convictions, that shall be national to its aims and patriotic in its purposes. A party that will meet these questions of illiteracy, intemperance and monopoly, with a wisdom and strength that will stop their growth, provide for their adjustment, and thus escape their inevitable consequences.

## "MORE THAN ONE-HALF."

"**M**ORE than one-half of all the pupils in the primary grades leave school before they enter the lowest grammar grade." Where? In Brooklyn, N. Y. Who says so? Our Superintendent of Public Instruction, Calvin Patterson, in his annual report for 1883.

What did our Brooklyn Schools cost? Instruction, \$822,520.73. General purposes, \$225,081.03. Total for schools, \$1,343,530.77. We omit details.

Twelve cities spend more as average cost *per capita*. Brooklyn spends \$14.50, St. Louis \$16.59; New Orleans \$16.37; Cincinnati \$20.14; San Francisco, \$21.37, to name no others. Whole number of children in any month, about 65,000—whole number in primary grades about 45,000, so that evidently the damages are suffered by myriads, literally tens of thousands every year, who never enter the lowest grammar grade. "A large number of children over twelve years of age in the primary grades." "The crowding together of children in large classes prevents the teacher giving special attention to the backward pupils, who need it most, and thus becomes the direct cause of their being detained in the same class two or more terms."

Oh! large classes? That is the trouble—Well, how large? "In the fourth primary grade, 28 classes of over 70 scholars; in the fifth primary, 30 classes of over 80 scholars each; in the sixth primary, 20 classes of over 90 scholars, and 40 classes of over 100 scholars."

Proper instruction? No. Proper bodily welfare? No—Both are impossibilities. What remedies for such incalculable damages to our children, soon to become citizens?

1. Increased accommodations—which will allow 2, smaller classes, even if it needs; 3, more teachers; and 4, just the right course of study; to

meet the wants and emergencies of the case, rigidly rejecting all but the essentials. Equip the children as well as possible between six years of age and eleven for future life, if *more than half* leaves school so young. Take the facts, and act upon them, or the community is injured and damaged immeasurably, is defrauded of the results it has a right to prepare for and to expect,—and may need to be taxed much more heavily to support the vices and crimes into which the ignorant, brutish, willful, and violent may naturally fall. Is it schools? Is it jails? "More than one-half!" Yes, it is true everywhere that "more than one-half" did not receive proper advantages in childhood, even in the most favored communities; did not form the right habits of intellect and the right habitudes of soul, in their early days. The worst is they usually live along on the same low plane, knowing little beyond the passing day, thinking fitfully and in fragments, like children; reading little or nothing to strengthen and enrich the intellect, and are parents wholly unfit to rear children worthy of our civilization and our nation.

What of it? If every patriotic citizen and every kind-hearted one will take it up, to visit the school, to understand its wants, to unite in proper means of educating, and will only keep at it, the state of things can be much improved in many places, before another school year closes, and it would be a God-send to myriads. "One-half" should not be even one-third, if the "inalienable rights" are granted.

LEVI WELLS HART.

WHY not put the name of the State and the county where you reside, on the letter, so we may know to which "Quincy" out of the *seventeen* in the P. O. guide, you wish this JOURNAL sent?

## THE WORLD'S EXPOSITION.

AS THE time approaches for opening the doors of the World's Exposition at New Orleans, encouraging reports from various foreign and domestic commissions indicate that the riches of the great fair have been by no means overestimated. The scheme has grown so rapidly that it has been found necessary to erect additional buildings from time to time in order to accommodate the increasing number of exhibitors. Three and possibly four of the buildings will be found to be larger than any similar erections of any age or country. This fact gives the Exposition a pre-eminence among world's fairs that will be potential in drawing strangers from far-away lands.

LET us hear, please, when our splendid and very liberal premium reaches you, how you like it, and that you call the attention of others to its merits. It does help, you see, to circulate this journal among the people.

## A GROWING POWER.

THE public school system is a growing power for good in this republic. It teaches and constantly unclothes the spirit of obedience to authority among the children of the land; it teaches industry, truthfulness, economy; it teaches children that there is a "community of interests"—that they can and should live and work together for the upbuilding of all—that the progress and prosperity and good of the one enriches all. This growing power in intelligence and progress comes from the personal fidelity and personal character of the *three hundred thousand* teachers employed.

The last annual report of Hon. John Eaton, New York Commissioner of Education, though late in its appearance, is the best and most complete yet issued. From it we gather the following statements as to the progress made in the States named below:

The number of public school teachers reported is, for the States, 290,028; for 9 Territories, 3,266; total, 293,294, being an increase of 4,135 over the number reported in the year 1881. The sex of teachers is not reported from Georgia, Maine, Mississippi, and Idaho Territory; so far as the figures are given, the number of men is 106,676, and of women 166,705. Both numbers show increase over the same for 1881, but the proportion of women is greater than at the last report. Even in the frontier States, the relative number of women engaged in teaching is rapidly increasing.

There is an upward movement in teachers' salaries, 18 States showing increase in the average salaries for both sexes.

## MISSOURI.

The schools of Missouri seem to be in a very prosperous condition, although the statistics are far from complete, as many counties failed to report fully. There were 18,239 more pupils in attendance at the public schools, which were more numerous by 137, the buildings used for school purposes by 323, and additional sittings by 11,573. Teachers numbered 1,306 more; receipts increased \$257,016 and expenditures \$601,046.

Missouri gave her teachers an average increase of wages, according to the official report of State Superintendent Hon. R. D. Shannon, of \$19.62.

## COLORADO.

This State shows an increase of 8,403 in the school population, of 4,731 in public school enrolment, and of 3,839 in average daily attendance. The proportion of enrolment to school population increased nearly 1 per cent., while that of average attendance to enrolment increased 2 per cent. An increase also appears in other particulars. Fifty-six more school-houses were reported, affording 6,984 more sittings; school property was valued



at \$258,278 more; 99 more teachers were employed; and \$89,814 more were expended for the public schools, which were taught an average of 100 days. The State superintendent reports a steady improvement in the quality of the schools as well as an increase in their number.

COLE COUNTY, COL., Oct. 20, '84.  
EDITOR AMERICAN JOURNAL OF EDUCATION.

Dear Sir:—I have received the JOURNAL and premium, and am greatly pleased with both. It is in every way better than I expected, and more of it. I send you four more names. Every teacher in the State ought to read and to circulate the JOURNAL, and secure the premium for their own use.

Respectfully,  
J. H. CHENEY.

## ILLINOIS.

This State reported an increase of 35,345 in youth of school age, of 18,034 in enrolment in public graded schools, of 15,936 in all public schools, and of 26,627 in average daily attendance. There was also an increase of 29 in high schools and of 38 in the number of school buildings erected during the year.

The valuation of all public school property increased by \$1,220,666, receipts by \$358,281, and expenditures by \$709,261; the last increase named was partly due to an increase in the pay of teachers, which averaged \$2.69 a month for men and \$2.27 for women.

## IOWA.

We are glad to learn that more money was received and expended for school purposes last year than ever before. That the permanent school fund was increased by over \$185,000 and the estimated value of school property by \$443,649. The ratio of attendance to enrolment was better, but the enrolment itself fell off, and the percentage of enrolment on school population was 5.3 less; average attendance was 400 less and the average school term was 6 days shorter. Missouri made an average increase of \$19.62. There were more teachers in the public schools, 502 fewer men and 807 more women, the average monthly pay of men being \$2.70 more and that of women 21 cents more.

Iowa will come up better, we hope, on the salary question now that the AMERICAN JOURNAL OF EDUCATION is circulated so largely in the State.

I TOOK the JOURNAL and Premium to school with me says Prof. A. C. Hutchens, of Iowa, and several of the older pupils wanted them at once. It does help to circulate the JOURNAL among the people. Please send to the names enclosed and oblige.

Yours, Truly,  
A. C. HUTCHENS.

The suggestion of a minimum salary fixed by State law meets with approval in many States. Hon. C. W. von Coelln, while State superintendent, Iowa, called attention to the fact

that the salaries of teachers of ungraded schools in his State did not average above \$150 per annum, whereas a common laborer receives \$200 with board, and is not expected to dress well and has no examination or institute fees. Mr. von Coelln adds significantly:

"The salaries of teachers are the only salaries of public employees" wholly within the control of the people.

## KANSAS.

Very gratifying progress in school work is apparent in this State, in 1881-'82. Increases are noted in children of school age, in enrollment, in average daily attendance, in school districts organized and reporting, in districts with three months' school or more, in the average length of school term, and in the number of school rooms. The women teaching received \$1.46 more monthly pay on an average. The receipts and expenditures for public schools increased, the former by \$228,458 and the latter by \$197,839. An increase of \$32,109 in the amount of available school fund was also reported.

## MICHIGAN.

Michigan reports an increase of more than 20,000 in youth of school age and of 13,761 in the number enrolled in public schools, the per cent. of school age enrolled being about the same as during the previous year; 789 more pupils attended private or church schools. There were 153 more public school-houses and 27,331 more sittings, the value of school property being \$463,792 greater; \$371,693 more were expended for public schools, which were taught in 242 more districts. The average monthly pay of men being increased by \$4.58, that of women by \$1.66.

Michigan ought to do as well as Missouri in increasing the wages of teachers. Good pay secures good work in the school room.

## MINNESOTA.

With 289,028 youth of school age, this State enrolled 196,643 in public schools, an increase for the year of over 13,000; the average daily attendance in winter was over 12,000 more and in summer it was 2,577 more. There were \$435,070 more expended on public schools, the available school fund increasing by \$464,238; 159 more school-houses were reported in use and the value of school property was \$244,808 higher.

## NEBRASKA.

The progress in educational affairs is quite marked in this State; the enrolment was greater by 14,770 pupils, the average attendance by 523; 130 more public school districts are reported, 221 more with 6 months of school, and 17 more having graded schools, while there were 108 more public school-houses, increasing the valuation of school property \$180,415. The average monthly pay was, however, \$3.16 less than in the year 1881-

'82. The compensation of county superintendents was slowly increasing. Income for public schools increased \$211,430 and expenditures \$201,234. The average length of term increased by 2 days.

Nebraska can afford certainly to do better with her splendid crops and the better work done by the teachers.

## WISCONSIN.

With 495,233 youth of school age, Wisconsin reports 303,452 enrolled in public schools, besides 20,967 in private or church schools, an increase for the year of 3,875 in school population and of 3,330 in public school enrolment, with a decrease of over 5,000 attending private or church schools. There was also over 4,000 in normal, collegiate, and theological schools. Exclusive of these, counting public and private school pupils, a little over 65 per cent. of the school population were under instruction during some part of the year. There was an increase in the number of high and graded schools, as well as in the whole number of schools taught and of teachers employed, the latter including fewer men and more women. A larger number of public school-houses were reported, the value of public school property increasing by \$47,305; the average pay of teachers also increased somewhat, although the whole expenditure for public schools was less than the amount reported for 1881.

## TOO CHEAP!

Is not almost everything too cheap now-a-days? Labor is too cheap, wages are too low, all productions bring too little money. The wages of our teachers are not high enough—books are too cheap, raw materials are too cheap, wheat and corn are too cheap, men and women are too cheap, newspapers are too cheap. Think of buying seven or eight hundred columns of this JOURNAL and sixteen hundred columns of our "Library of Universal Knowledge" and all sent postpaid—for \$1.00. Paper is going up. The supply of rags in this country does not begin to equal the demand for white paper. Not a bad sign!

PROF. CHARLES MORRIS, in *Popular Science Monthly*, says: "We think it will be found to be a general rule that persons constantly exercised in mental labor have few or no children; those of less active minds have larger families; while the largest families belong to those who do not trouble themselves to think at all."

At first sight, it appears as if its tendency must be to constantly place the cultured at a disadvantage in numbers as compared with the dull and ignorant. But this disadvantage is more than counterbalanced by the progress of education and the brain-incentivements of modern civilization."

To SECURE correct articulation and pronunciation, the teacher must, hab-

itually and specifically, give practical illustrations for imitation.

## THAT READING CLUB.

DON'T delay. Take some steps at once to organize a reading club in your school district. Set the children at work to look up and bring in books of general interest to read.

Have it non-partisan, non-sectarian. Have the selections short. Read a half-hour; have a short intermission so the people can shake hands and chat ten minutes. Then call to order and do not let it run over forty or fifty minutes more and adjourn.

Some of the good readers and some of the good pieces too, will have to go over, of necessity, to the next meeting, and thus you will create an interest among the pupils, among the patrons and parents, and among the general public as well. They will see that you are not only interested, but that you can do something, that you are doing something, and when you have demonstrated that you can do something, and that you are doing something, you will find a score ready to take hold and help.

It is what we don't know and what we don't do that hurts us.

By a little effort you can secure a copy of "*The Century*," *The Atlantic Monthly*, *The North American Review*, "*The Popular Science Monthly*," "*St. Nicholas*," *The Wide-awake*, and other journals. Give two or three entertainments early, if necessary, and the money to pay for all of these will come promptly and easily. Try it.

## Ladies in America

Long before they reach middle age frequently find themselves suffering from some of the complaints and weaknesses peculiar to their sex. For all such Kidney-Wort is a great boon. It induces a healthy action of the Kidneys, Liver and Bowels, cleanses the system, and strengthens and gives new life to all the important organs of the body. It is nature's great assistant in establishing and sustaining health. Sold by all druggists.

THE press and the people are working together more and more to organize and maintain good schools.

TAKE care of your Liver. A great number of the diseases to which mankind are liable, arise from a disordered condition of this organ. Keep it in a sound and healthy condition, and you can defy disease. PRICKLY ASH BITTERS are especially adapted for this purpose, being composed of drugs which act on the Liver, giving it tone and strength to withstand malaria.

GOOD books feed thousands without diminishing the supply; they give and yet keep. Loaves that increase as they are broken, and after feeding thousands are ready for thousands more.

## HORSFORD'S ACID PHOSPHATE Unequalled.

DR. R. M. ALEXANDER, Fannettsburg, Pa., says: "I think Horsford's Acid Phosphate is not equalled in any other preparation of phosphorus."



## ARKANSAS

### American Journal of Education.

J. KELLOGG, Little Rock, Ark. { Editors.  
J. B. MERWIN. .... }

#### ARKANSAS.

A FRIEND writing from Malvern, says: "Our school under the able and careful supervision of Prof. Thos. Crawford is 'booming;' every seat in the new house is full of students *hard at work*. Seven teachers are employed as assistants, and pupils would flock in from adjoining counties if we had room for them. The assistant teachers work constantly and cordially with Supt. Crawford to do the *most possible* for the children with the least friction. Every teacher is a subscriber for some good Journal of Education, and some of them take three or four, and the influence of the order, discipline and progress made, is felt in every home in the city.

One of the teachers writes, "I have been taking the AMERICAN JOURNAL OF EDUCATION over *fifteen years*, and I would not take \$100 for my *fifteen* volumes; and now that you also give the *splendid premium*, and all for \$1, it does seem as every teacher in the State ought to take one copy for themselves and one copy to circulate among the tax-payers. Enclosed find \$2.00, and send one copy to ———, and the other to ———.

Yours truly, D."

"P. S.—Please also send an extra copy of Mr. Long's last report of the St. Louis schools. It is one of the most valuable I have ever read.

D."

#### HEMPSTEAD COUNTY.

One of the schools in this county recently adopted a series of textbooks and in order that they might be uniform, books were bought and furnished free.

The Institutes held under the supervision of Hon. W. E. Thompson were very largely attended.

Some changes have taken place among the teachers.

Rev. M. Brown has been engaged as Superintendent at Monticello.

Prof. Pope is at Prescott.

Prof. Russell opened at Lonoke with 225 pupils.

Prof. G. A. Hays goes to Texarkana to open a ten months free school.

Prof. McKay with Prof. Cochran, take charge of the school at Alma.

Fifty-nine teachers were in attendance at the Institute. The meeting was enthusiastic and "loaded to the guards" with the best educational freight. So say the teachers.

Hackett City greeted 89 teachers at its County Institute. This county is doing a grand work.

The Institute at Hope was a success. The citizens of that place have erected a lasting monument to their intelligence, energy and zeal in the

noble school structure that adorns the town.

The Arkansas Teacher says: Dr. Curry has reached in direct instruction and better methods of teaching about one third of the teachers of the state this year. He has also reached about one tenth of the trustees and several thousand patrons. Who can estimate the advantage accruing to the children of Arkansas by reason of this action?

LET it be understood that education is a process of leveling up, not by pulling down, but by building up. It lifts the weak up to the plane of the strong. It will give to the great something more of true greatness, and make them purer and better; but at the same time it lessens their hold upon power, by raising the masses nearer to their own level, and distributing the power among the many which under other conditions would be wielded by the few.

How hard a child will work at his play. His mind is amused; if his work would give him like mental stimulus, it would be play to him. This, then, is the task of the primary teacher, to keep her children at work and yet make it play for them.

#### PRIZES IN SCHOOL.

IT is thought by many teachers, to be a useless expenditure of money, to supply their schools with prizes or rewards of any kind. An experience of twenty-seven years in the school-room has taught me a different lesson. Children, not unlike older people need some incentive to action. The hope of reward, in the future, incites the farmer to sow and plow. The mechanic to hours of unremitting labor. The teacher to accomplish daily his wonted routine of labor, and thus it is through the long category of human employments. Men are only "children of larger growth" and this law of motive to action exists in the child as well as the man. True, the accomplishment of a finished education is ample reward for all the years of study necessary to attain it. But, children cannot be made to appreciate the value, or comprehend the importance of education yet. When they know each morning, that at night they will receive the reward of their day's work they will strive attentively to gain the same. And thus they are led, pleasantly, to make that effort, which is indispensably necessary to obtain a thorough education. There are many systems of introducing rewards in schools; but I find Merwin's "Aids to School Discipline" to be the best I have ever used. Teachers, let us hear from you on this subject.

MRS. E. ODNEAL.

"SAM," said one little urchin to another. "Sam, does your schoolmaster ever give you any rewards of mer-

it?" "I 'spos he does" was the rejoinder; "he gives me a lickin regularly every day, and says I merit two."

#### DISAPPOINTED.

WE fear Mr. E. O. Vaile is doomed to disappointment again. We believe the last time he was kicked out of the Chicago schools, it was done on a petition signed by *every one* of his subordinate teachers asking his removal. He was removed—summarily. He evidently feels lonesome. He says, "We wish to double our subscription list this month." We fear he will be disappointed, if he has more than *two* subscribers, for in the next column he not only quotes, but makes a special effort to endorse Dr. Bicknell's infamous slander, that the *two thousand* teachers at Madison who did not pay \$2 to help him grind his axe, "*belong to a low order of manhood!*"

This lonesome editor of "Intelligence," says:

"It is a *notorious* fact that in our ranks are large numbers of teachers, who have no public spirit, who do not rightly respect themselves or their office, who are ever ready to get something for nothing and even to *beg* for it. If teachers of this class were not prevented by hotel and railroad arrangements they would *shirk* off and compel their fellows to foot the bills at every meeting."

Mr. E. O. Vaile wants the teachers to pay him \$1.50 to double his subscription list to circulate such slanders as this, but this is not all, see how thick he finds teachers of this class and how anxious he is to publish this "intelligence. He says:

"They were at Madison. They attend the State Association and the county Institutes," this crowd that "*belong to a low order of manhood!*"

It is an infamous slander, no matter by whom uttered.

Now it is possible that teachers may be found stupid enough to pay for circulating such stuff as that. We do not believe it though. What better or uglier club than this would any enemy want to beat down the wages and character of our teachers?

Is it wise or best to "double the subscription list" of any journal that furnish clubs of such dimensions with which to destroy those on whom they depend for support. Is it wise that such a paper should have any subscription list at all? Certainly the less we have of such "intelligence" the better. We believe Mr. E. O. Vaile is doomed to disappointment. The teachers should give him and his "intelligence" a wide berth.

#### They Will Surely Find You.

THEY are looking for you everywhere. Drafts of air in unexpected places, going from hot rooms to cool ones, carelessness in changing clothing; in short, anything which ends in a "common cold in the head." Unless arrested this kind of cold becomes seated in the mucous membrane of the head. Then it is Catarrh. In any and all its stages this disease always yields to Ely's Cream Balm. Applied to the nostrils with the finger. Safe, agreeable, certain. Price fifty cents.

#### "I Have Suffered!"

WITH every disease imaginable for the last three years. Our Druggist, J. T. Anderson, recommending "Hop Bitters" to me, I used two bottles! Am entirely cured, and heartily recommend Hop Bitters to every one. J. D. Walker, Buckner, Mo.

I write this as a Token of the great appreciation I have of your Hop

Bitters I was afflicted With inflammatory rheumatism! For nearly Seven years, and no medicine seemed to do me any Good! Until I tried two bottles of your Hop Bitters, and to my surprise I am as well to-day as ever I was. I hope "You may have abundant success" In this great and Valuable medicine: Anyone! \* \* \* wishing to know more about my cure? Can learn by addressing me, E. M. Williams, 1103 16th street, Washington, D. C.

—I consider your Remedy the best remedy in existence For indigestion, kidney

Complaint "And nervous debility. I have just" Returned

"From the south in a fruitless search for health, and find that your Bitters are doing me more

Good! Than anything else; A month ago I was extremely "Emaciated!" And scarcely able to walk. Now I Am gaining strength! and "Flesh!"

And hardly a day passes but when I am

\* \* \* complimented on my improved appearance, and it is all due to Hop Bitters! J. Wickliffe Jackson, Wilmington, Del.

\* \* \* None genuine without a bunch of green Hops on the white label. Shun all the vile, poisonous stuff with "Hop" or "Hops" in their name.

"PATRICK, said a priest to an Irishman," "how much hay did you steal?" "Well," replied Pat, "I may just as well confess to your reverence for the whole stack, for my wife and I are going to take the rest of it on the first dark night."

#### HORSFORD'S ACID PHOSPHATE, Unanimous Approval of Medical Staff.

DR. T. G. COMSTOCK, Physician at Good Samaritan Hospital, St. Louis, Mo., says: "For years we have used it in this hospital, in dyspepsia and nervous diseases, and as a drink during the decline and in the convalescence of lingering fevers. It has the unanimous approval of our medical staff."

A CLERGYMAN, in catechising the youths of his church, put the first question from a catechism to a girl. "What is your consolation in life and in death?" The girl smiled, but did not answer. The clergyman insisted. "Well then said she, since I must answer, it is a young printer named P., in Spruce Street."

THE St. Gothard tunnel, under the Alps, is nine and one-fourth miles in length. The same distance could be measured by \$34,900 of Esterbrook's Commercial Pens extended lengthways.

A LITTLE girl wanted to say that she had a fan, but had forgotten the name so she described it as "a thing to brush the warm off you with."



## FULL UP.

PROF. C. M. WOODWARD, Director of the Manual Training School of Washington University, desires us to say that "there are no vacant seats in either the Junior (first year), or the Middle class. In fact we have a large reserve list of accepted boys who are waiting for room.

No more applicants are wanted till June, 1895, when candidates for a new class will be examined.

No boy less than 14 years old will be examined. Candidates should in general be prepared for the high school.

In the examination for admission no account is taken of mechanical tastes, or skill in the use of tools.

Every boy in school must learn three ordinary lessons a day, chiefly at home. He draws one hour and works in the shop but two hours. Latin and French are taught, but no Greek.

We do not teach trades.

Boys do not choose their shops. All in the Junior class have wood-work; the Middle class has forging; the First class (the highest) has fitting in the machine shop.

All the shop work is disciplinary. The object is education, not articles to sell. There is no chance in the school for a boy to pay his way by his labor.

The tuition fees (except for a few St. Louis boys who are on scholarships) are:—\$60 the first year; \$80 the second; \$100 the third."

## THEORY AND PRACTICE.

BY ANNA C. BRACKETT.

THE popular demand is so generally for what is called practical teaching, that it is once in a while refreshing to meet some one who asks for more theory and less practice. The normal schools, especially, have been attacked for many years on the ground that they were not practical enough in their work. The result has been, that in most instances, they have yielded to the popular demand by establishing what is known as a practice school. This is a sort of annex, a school of one or several grades of children presided over by a teacher of experience, but the classes of which are mostly taught by the members of the senior class of the normal school, acting as temporary assistants.

If this class is large, of course each pupil can do but little teaching. It must be a disadvantage to the children to have teachers so often changed. And after all, teaching under such circumstances is a very different thing from assuming the entire control of a room or even class of one's own, and knowing that the responsibility lies entirely in one's own hands.

The planning of the work must, of necessity, be done by the permanent teacher. All the arrangements as to order must be carried out by her, so that it is only the mere lesson hearing

or giving which can be done by the normal girls.

From a mathematical necessity, all the time that is spent in the model school must be lost from the normal school. The question is and has always been, "Does it pay?" Is it really practical, this taking from the study of the theory of teaching and spending the time in the giving of a few lessons to classes of children whom the girls cannot know very well, and the effect of their individual teaching on whom they will never be able to see? Would not the time be better, more profitably and more practically spent in studying the theory of teaching under competent leaders? Would not the general mind-training which they would thus gain be of more real use to them in their future school rooms than the little routine work which the model school is able to give them?

This sounds very heretical, but I believe that theoretical work, if really broad and true, is the most practical in the end. And I was interested the other day in coming across an article in which the writer associated the abolition of all specially normal schools; and the institution of courses of pedagogy in all our universities. The general idea was, that theory was really more practical than practice, and that the study of a broad and true theory was the best way of securing good practice in the future. I was interested in the article, because I fancied that perhaps the current was going to turn and that we were to have a popular demand now for real theory. I should regret exceedingly to have the normal schools abolished. I owe too much to the normal school of which I am a graduate. But that school had then no model school attached to it, and as I look back, I am quite sure that I gained far more in the broad outlook which its course gave me, in the daily watching of, and companionship with, its teachers, and in the wise and orderly, foreordination of all its work, than I should have gained in teaching as temporary assistant in a model school. From it I went into a country school to try my hand, where I had to "live or die, sink or swim, survive or perish," and I know that the reason why I did live, swim and survive, lay in the general training I had had there, and the inspiration and ambition I had brought from that normal school and its "theoretical" teachers.

We want theory in our normal schools wide enough to adapt itself to all the varying, possible circumstances of the different schools to which their graduates may go. These graduates, all often complained of as being set and mechanical in their ways, may it not be that they have been narrowed by practice and not widened by theory?

I sent two girls out to teach this last spring, to country schools, their first

experiment. One of them was in the centre of the town and met with not much opposition. The other was in an outlying district school. She began to teach reading by the word-method of course, and varied the day with some breathing exercises, and practice on vowel sounds and elocutionary exercises to improve their pronunciation—always poor in such districts. The result was a threatened breaking up of the school. One farmer, an influential one, said, his little girl must learn her letters first, and if she didn't, she should leave school. Another declared that all his children were taught to do in school was "to bleat like sheep, and blat themselves black and blue." The superintendent had to spend about an hour in argument before these men could be persuaded even to keep their children in school.

Such was the material with which the teacher had to deal, under such circumstances, which was more of value to her, than practice in a model school or the general theoretical training which enabled her to keep collected, to steer her way safely, and to run the school to the end of the term, leaving all the people in the district satisfied at the end?

This is only one case out of many. But each one is different from the other. It is only theory which is broad enough to cover the multitude of cases. After all it is the theoretical alone which is practical in the long run.

## FAST OWL EXPRESS.

New Line Between Chicago and St. Louis.

COMMENCING with Sunday, Nov. 2d, 1894, the Burlington Route, (C. B. & Q. R. R.) will run fast daily trains between Chicago and St. Louis. These trains will be elegantly equipped with Pullman Sleepers, Reclining Chair Cars (seats free) and first class Coaches, and will run through without change, as follows: Going south, leave Chicago 8:30 p. m., Aurora 9:40 p. m., Mendota 10:55 p. m., Galesburg 1:30 a. m., Bushnell 2:20 a. m., Vermont 2:57 a. m., Beardstown 3:50 a. m., arriving at St. Louis 7:45 a. m.; Going north, leave St. Louis 8:00 p. m., East St. Louis 8:15 p. m., Beardstown 11:50 p. m., Vermont 12:39 a. m., Bushnell 1:15 a. m., Galesburg 2:10 a. m., Mendota 4:50 a. m., Aurora 6:05 a. m., arriving Chicago 7:30 a. m.

The time of these trains is equal to any of the competing lines. Direct connection made in Chicago with through trains to and from all points North and East, and in Grand Union Depot at St. Louis with through trains to and from all points in the South.

BETTER late than never to get a box of Esterbrook's superior and standard steel pens. Are furnished in all the popular styles. Stationers have them.

## HORSFORD'S ACID PHOSPHATE

For Lemons and Lime Juice, is a superior substitute, and its use is positively beneficial to health.

## A Pretty Woman's Secret.

Fear of discovery, when she resorts to false hair and dyes, is a source of constant anxiety to her. The very persons from whom she most desires to hide the waning of her charms are the ones most likely to make the discovery. But there is no reason why she should not regain and retain all the beauty of hair that was her pride in youth. Let her use AYER'S HAIR VIGOR, and, not only will her hair cease to fall out, but a new growth will appear where the scalp has been denuded; and locks that are turning gray, or have actually grown white, will return to their pristine freshness and brilliance of color. AYER'S HAIR VIGOR cures

## Hereditary Baldness.

GEORGE MAYER, Flatonia, Texas, was bald at 23 years of age, as his ancestors had been for several generations. One bottle of HAIR VIGOR started a growth of soft, downy hair all over his scalp, which soon became thick, long, and vigorous.

## Ayer's Hair Vigor

is not a dye, but, by healthful stimulation of the roots and color glands, speedily restores to its original color hair that is

## Turning Gray.

MRS. CATHERINE DEAMER, Point of Rocks, Md., had her hair suddenly blanched by fright, during the late civil war. AYER'S HAIR VIGOR restored it to its natural color, and made it softer, glossier, and more abundant than it had been before.

## Scalp Diseases

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# TENNESSEE

## American Journal of Education.

W. E. BELL, Nashville, Tennessee. } Editors.  
J. B. MERWIN }.

### MISS CONWAY'S PAPER.

THE Chicago Times, said editorially, in speaking of the great meeting at Madison and of the address of Miss Clara Conway, of Memphis:

The National Educational Association has concluded the most successful convention it ever had. It has been in session daily since Monday, and during that time discourses have been delivered by some of the most eminent persons connected with pedagogics, while together, in the seven sections simultaneously at work, 6,000 teachers have derived instruction. To-morrow will witness a general heftira. The New England pedagogues were the most numerous in the convention, and among them were some of the brightest minds of the tutor class—men like Stanley Hall, Prof. Harris and Prof. Woodward, and women like Mrs. Hopkins and Mrs. Kellogg, of Boston, and Miss Boyle, of Providence—yet it was a woman of the South who, at almost the last moment, took the foremost place as an orator and the author of the most interesting paper in the series. The name of Miss Conway, of Memphis, is on every tongue. Possibly the effect was due not so much to what she said as to the manner in which she said it; for her earnestness was intense, her lips quivered with emotion, and a glow came into her pale cheeks, while her brilliant black eyes flashed an accompaniment to the fire of her tones. Her willowy form clad in some soft material of a pale orange tint, a wide-brimmed hat shading her interesting face, as she advanced to the platform, her appearance unlike that of her predecessors—for they were in somber colors and the pedagogue was proclaimed in every lineament—excited more than ordinary attention. Her discourse was a plea for the women of her section, who she declared were in need of educational advantages now denied them.

We give a part of this paper in this issue and shall try to make room for the rest in the next. Certainly it will command attention from its own intrinsic merit without any added word of commendation from us.

### THE NEEDS OF SOUTHERN WOMEN.

ADDRESS DELIVERED BY MISS CLARA CONWAY AT THE NATIONAL EDUCATIONAL ASSOCIATION, MADISON, WIS., JULY 18, 1884.

THERE comes to me oftentimes the vision of a sunrise on Lake Geneva—the breaking of a perfect dawn on lake and mountain. The white morning mist drifted away in long, fleecy wreaths of vapor, till, iridescent with the morning light, they couched in soft masses upon the broad breast of the mountain. The great sun had sent his flaming torch-bearer to take the message of his coming, and the heavens were a scarlet canopy. The white mist flushed until it became a garland of roses wreathing the grey hills. The quiet lake was a burning mirror, taking on

all the colors of the resplendent sky—liquid gold and silver, pink and grey, white, green, blue, a great flashing, brilliant kalledoscope—this was the Lake of Geneva waked into morning light and beauty by the summer sun. The great chain of the Alps stood afar off, grim and grey, except that Mount Blanc, in "crystal silence," lifted its snowy head high over all, pure and cold, in the morning light. In the north, great drifts of purple clouds massed themselves against a back-ground of living green. In the east, a ball of fire came up, scattering the mists like frightened ghosts, and unrolling huge banners of light, until the sky was a living flame. As I looked, the up-coming sun paid no heed to the dark, grim mountains. There they stood, silent and awful, untouched by the swift light that leaped from cloud to cloud. But lo! as I look again, a long line of rosy light is thrown out across the sky toward the south till it touches the white head of Mount Blanc. There it rests, and the snowy summit is bathed in rosy splendor. The mountain monarch seemed to say, "Let there be light," and there was great joy among the mountains. "What ailed thee? O, ye mountains, that ye skipped like rams and ye little hills like lambs?"

Shall life be less beautiful than one of its mornings? Shall we, who are women, be tempted "to lie down and rest, to quench aspiration because of its trouble, and thought, because of its weariness?" Shall you, who are men, shut down the lid of hope upon a woman's life and bid her sit with folded hands all the day idle? Shall we not, rather resolve, men and women alike, come what will, to disentangle truth from the meshes of falsehood and error? Shall we not make our way through the darkness of ignorance out into the full, clear sunlight of God's truth, "for the truth shall make us free." And if at first we do not see the way, "if the gloom be too thick, and the noise too loud, let it be our wisdom to wait till there be light enough for action;" then, when the fight is over, "and the mists float away in the west to die in the daylight of God," we shall know the full, strong meaning of the word, "Well done, good and faithful servant."

To-night, if there be one indifferent to the women's cry for more of the bread of life; who would shut his eyes to the growing light, or raise his voice in stern rebuke, him would I remind of the divine reproof: "Why trouble ye the woman? Let her alone. She has wrought a good work for me."

But no apology is needed for the word which I shall speak. The mists of error, falsehood and ignorance are dissolving in the sunlight of truth, justice and liberty, and here in this

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great free, growing northwest, no one questions a woman's right to do what to her seemeth best. I do not, therefore, ask if we may rightly claim for ourselves what one of the catechisms calls the three gifts of the Holy Ghost, "will, memory and understanding." As if I should ask whence came these gifts, you would probably, answer with one voice, "From God, or by the working of His law."

"God is law, say the wise; O! soul, and let us rejoice,  
For if He thunder by law, the thunder is yet his voice;  
Law is God, say some, no God at all says the fool,  
For all we have power to see is a straight staff bent in a pool;  
And the ear of man cannot hear, and the eye of man cannot see,  
But if we could see and hear this vision—were it not He!"

If you admit mental faculties and capacities, which are the gift of God, let us begin by considering the question, why were they given? That they may be hid under a bushel? "Neither do men light a candle and put it under a bushel, but on a candlestick, and it giveth light unto all that are in the house." And shall she who is the light of the home, its centre, its royal mistress—shall she do less? Shall she crush her ambitions, silence her hopes, kill her aspirations, because she is a woman?

One of the strong arguments for immortality is the natural longing for life in the heart of man.

"Whatever crazy sorrow saith,  
No life that breathes with human breath,  
Has ever truly longed for death.  
'Tis more life and fuller that we want."

"Man has capacities which ask an eternity for bloom and fruitage," and He who implanted in the heart this natural hunger meant that it should be answered. He, who gave to woman hopes and aspirations, reaching from the centre to the circumference of human life, meant that these needs should be filled. How can this be done, is the next consideration. I answer by a full rounded, harmonious development of every God-given power. By the highest cultivation, physically, mentally and spiritually. By such careful, systematic, all-rounded training as will best fit her for eternal life. By such development as will make her spiritual happiness of the most supreme import. "We do not live by bread alone,"

and much as I value self-reliant womanhood, independence is not the first consideration. "There is more than one utility in relation to the welfare of mankind. True education does not increase our material happiness only. It does more than provide for outward wants; it does more than enable us to succeed in our worldly ambitions. To give a roof over the head is important, but to awake the heart, to feed the germs of sympathy, tenderness and purity, to stir within the soul the sleeping enthusiasm for truth, are conditions of eternal life,"

and "is not the life more than meat, and the body, than raiment."

The desire to help woman towards the attainment of a high idea should be founded upon reverence for the divine within her and a desire to help her see the divine idea, and to express it in her life. This should be the basis of all true education. Upon such strong and sure foundations will naturally arise the structure of an independent womanhood, firmly centred because God-centred.

"And the rain descended and the floods came, and the winds blew and beat upon the house, and it fell not, for it was founded upon a rock."

Such education will place women forever beyond the reach of want, or a dishonoring marriage—marriage for a living or a home.

I would have every woman so strengthened and disciplined, so fortified against want and dependence, that she would give her hand only where her heart had gone before. I would have her so brave and strong that the reproachful term "old maid" would have no terror for her. I would have her feel that there need be no superfluous woman in all the lands. I would have her know that though a perfect marriage is the most perfect of all earth's joys, married misery is the misery of hell itself. I know women who are walking silently to the tomb with breaking hearts, bearing burdens too great for any human life. This is the natural result of the ruling of corrupt and rotten customs, because as has been said with great force, the whole system of society as regards the mode of establishing girls in life, is one plague of cowardice and imposture—cowardice, in not daring to let them live or love, except as their neighbors choose; and imposture, in bringing for the purpose of our own pride, the full glow of the world's worst vanity upon a girl's eyes at the very time that the happiness of her future life depends upon her remaining undazzled.

I have said let us give our women such training mentally, morally and physically as will destroy the force of the word superfluous women. But how are we to do this? The how is not so readily spoken as the wherefore.

[Concluded in our next issue.]

THOMAS FOSTER, in *Popular Science Monthly*, says: "Care for others helps so surely in life's struggle that it would be good policy for the naturally hard man to benefit others for purely selfish motives, and still better policy to cultivate kindness and consideration as qualities sure to be fruitful of profit. The kindly nature which leads to spontaneous good-will towards others, independently of any consideration of gain to self, is even more profitable than cultivated kindness. Those are lucky who possess such a nature—lucky rather than de-

serving of special credit, seeing that a sympathetic nature is born in a man, not made by culture. Yet the will has much to do with the development of kindliness; and many, by sensible reflection and constant watchfulness over the undue promptings of self, have trained themselves to a kindliness and geniality of manner such as they were not naturally gifted with, and this without any direct reference to self-interest, but as a matter of right and justice to their fellows. Such men deserve much credit for their care in correcting inherent tendencies to undue care of self.

We ought to take note of the progress made. The fact is that the Legislature of eleven States have enacted woman suffrage in school elections, and those of three Territories have granted woman full suffrage, and those of three States—Kansas, Mississippi and Arkansas—have given women suffrage on the temperance question by petition. Thus, within seventeen years, twenty-one State Legislatures have voted for some form of woman suffrage.

#### A QUERY.

THAT ought to be answered without any hesitation, we find in the October number of a story in *St. Nicholas*. The whole story should be read alone in the club. In fact there is not a page of any issue of *St. Nicholas*, but what is good to read.

"Vacation's most out—hey?" says Cap'n Azariah, placing a chair for Miss Mollie under the shadow of the morning-glory vines that shade the side of his little piazza.

"Yes,—we're sorry to say," answers Phil, dolefully.

"Wall, now I s'pose ye mean to go back to the big city schools where ye be'n last year,—hey?"

"Yes sir; to the same one."

"Wall, do ye larn anything there?—anything: I mean more worth while than ye could learn at the 'cademy here in Daisydown?"

"Why of course," says Houghton, looking up in surprise into the shrewd wrinkled face of his questioner. But Renold smiled. He caught the drift of the question.

"We study all the common branches, and the higher ones, such as algebra, geometry, trigonometry, the languages, music,"—goes on Houghton fluently.

"And do they put in long-side o' all those fine extries the larnin' to be a man, a real honest God-fearin' man, as wont ever knuckle under to temptation, ner turn his back on his brother, in a tight place?"

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## ILLINOIS.

## American Journal of Education.

E. N. ANDREWS, Chicago..... { Editors  
J. B. MERWIN.....

THOSE who call the attention of their friends to the strong points in this JOURNAL, and to the great premium we send with it render them an essential service. It ought to be secured now, as paper is advancing so much in price that we may be obliged to withdraw the offer at the end of this year or in sixty days more.

It is a great thing to get a few more copies of this journal into circulation and secure the great premium that goes, postpaid, to every subscriber.

LET the wages of our teachers be increased and the schools be taught nine months in the year. There is no danger that the people will know too much, or that the children will be over-educated.

WHAT do you think of E. E. Hale's article in the *North American Review* for November on our public schools?

## HINTS TO TEACHERS.

BY UNCLE PHIL.

LOOK through the columns of any good *Educational* paper and see there the notices of good books. Get them and read them. Buy one or more a month. Buy cheap editions if necessary. Our best literature is now so cheap that the poorest teacher can enjoy the best of books.

IF I were asked to select two lines of study for a teacher I would say, "Pursue one course which leads you to a general knowledge of the world around you; pursue another which teaches you of the powers and growth of the human mind."

IT is my firm belief that most teachers are paid all they are worth and I have noticed that when teachers prove their worth, even the most penurious of school boards will pay good wages.

I hope, kind reader, you will not mistake *knowing* for *doing*. A teacher must do something to win that position so much to be desired. You may know many methods but unless you can on a moment's notice, practice good methods, you are a failure.

DON'T be a machine teacher. Be original. It is often the case that you will start into a recitation with a given plan, but your keen sense and appreciation of the necessities of the time will often cause you to change your tactics and land you into new situations, new methods, new fields, and very happy results.

Try to make your pupils happy.

Bring no gloom into the school-room. If your liver becomes deranged, don't let the school determine the condition of it by your temper. Frivolity and happiness must not be taken to mean the same. Be bright to your pupils even in spite of clouds within your soul. While firm and decisive, be cheerful and sympathetic.

THE common, unskilled day laborer is wanted less and less, and the skilled workman more and more. There must not only prevail that intelligence which will enable the masses to recognize the blessings of a free government, but there must exist a knowledge of how to do the kind of work that the developments of the age demand. As the field for the common laborer diminishes, the common laborer must become a skilled one, or a discontented, suffering class will arise and make trouble.

## A GOOD RECORD.

THE *Educational Courier*, in speaking of the money value to teachers of this journal says:

"A year or two ago the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers and patrons, would re-imburse each teacher four-fold its cost in one year. The teachers caught the idea, and zealously aided until 15,000 copies were put into circulation. At the close of the school year the report of the Superintendent of Public Instruction for Missouri, showed an average increase of teachers' wages of \$19.62. Of course, it was not claimed that all credit was due the JOURNAL, but, that it was an active and prompt factor in securing this desired result no intelligent person will deny."

Now, if our teachers in this and other States want increased wages, longer sessions, and more liberal support, let them aid in doubling our circulation now, and we are sure this will double the results. We want to do for the teachers of every other State as much or more than we have done for the teachers of Missouri.

This increase was due them—it is due you, and more too. Will you help us secure it for you? We can do it if you take hold and circulate the AMERICAN JOURNAL OF EDUCATION.

THE Illinois Central R. R. and the Cairo Short Line are going to give very low rates and first-class accommodations to all who visit the World's Exposition at New Orleans this winter. The trip will be altogether a profitable and delightful one.

"A little nonsense now and then is relished by the wisest men."

AUTUMN LEAVES—when winter comes in.

How does Pat get over single blessedness? He proposes to Bridge-

## TEXAS.

PROF. M. B. Franklin, proprietor of Pilot Point Seminary in Denton county, writes that our summer normals all through the state were a very great improvement over those of any previous year, and that the educational interests of Texas are on a much broader and higher plain than ever before.

The election of Hon B. M. Baker as state superintendent is a good one, and we hope to make the system of free schools equal in all respects to those of any other State in the Union.

The location of this school we may say is first-class in all respects. The buildings, grounds, furniture, facilities for recreation, amusement, apparatus, philosophical and geographical, musical instruments, and surroundings generally, are such as are found in first-class schools only, and will compare favorably with the best.

Dr. Baldwin of the Sam Houston Normal College favored us with a call on his return to Texas and gives a splendid account of the progress of education all over Texas, and remarks that Dr. Franklin of Pilot Point Seminary has one of the best schools in the state. Texas looms up in vast proportion in all respects, but, more especially in the progress of her schools.

EDITOR AMERICAN JOURNAL OF EDUCATION.

Dear Sir:—I received the JOURNAL and Cyclopaedia all right. It is surprising to find so much of real value to teachers in the JOURNAL and the book, for so little money. Thanks for mine. I shall send other names.

Yours, Very Truly,  
CARRIE B. JOHNSON.

Clay County, Iowa.

J. B. GRINNELL, for whom the town of Grinnell, Iowa, was named, says: "In Grinnell there are no saloons, and no one has been sent to jail, to the poorhouse, or to the penitentiary for twenty-five years. We can stand a cyclone occasionally if you will keep whiskey away." No doubt of it.

MISS F. C. FLICKINGER, of Iowa, writes as follows: "The JOURNAL and premium came last week. I am more than pleased with them. The journal, or book alone, is worth many times the money. Miss Mary Kistner is so well pleased with them that she wants the journal and the premium, too. Please forward both early as possible. I shall try and secure a number of subscribers to the journal."

ALREADY books for the Christmas holidays begin to arrive.

THE illustrated catalogue of Houghton, Mifflin & Co. is a picture gallery of itself.

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THE November *St. Nicholas* is embellished with a colored lithograph frontispiece.

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## RECENT LITERATURE.

*Popular Science Monthly*, conducted by E. L. and W. J. Youmans. Published by D. Appleton & Co., 1, 3 & 5 Bond Street, New York.

Contents for November:—1st, The Relations Between the Mind and the Nervous System, by William A. Hammond, M.D. 2d, German Testimony on the Classics Question, by Frederik A. Fernald. 3d, Origin of the Synthetic Philosophy, by Herbert Spencer. 4th, The Future of the Negro in the South, by J. B. Craighead. 5th, Pending Problems of Astronomy, by Professor C. A. Young. 6th, Drowning the Torrent in Vegetation. By S. W. Powell. 7th, What is Electricity? by Professor John Trowbridge. 8th, Chilian Volcanoes, Active and Extinct, by Dr. Karl Ochsnius. 9th, The Chemistry of Cookery, by W. Mattieu Williams. 10th, Domestic Arts in Damaland, by Rev. C. G. Buttner. 11th, Old Customs of Lawlessness, by Herr M. Kullischer. 12th, The Oil Supply of the World. I. 13th-16th, Sketch of Professor James Hall. (With Portrait.) 14th, Editor's Table: The American Association at Philadelphia—Harrison, Comte and Spencer—Is the Contrast valid? 15th, Literary Notices. 16th, Popular Miscellany. 17th, Notes.

One of the brightest and most fearless of American writers comes forward with a strong argument against the system of grading and cramming that takes so much of the vitality out of the education we are giving to the rising generation. Edward Everett Hale, in the November number of the *North American Review*, makes a plea for "Half-Time in Schools," which every parent and every school board ought to consider seriously. "Woman as a Political Factor," by Judge Robert C. Pitman, is a strong plea for franchise. "Friendship in Ancient Poetry," by Principal J. C. Shairp; "Herbert Spencer's Latest Critic," by Prof. E. L. Youmans; "Over-Illustration," by Charles T. Congdon; and "Restriction of the Suffrage" by William L. Scruggs, makes up a strong number.

The *Art Amateur* for November comes promptly, a royal number filled with elegant full page illustrations, besides interesting articles on "The Modern Home" Hanging Cabinets, Carved Wood Panels, Art Needle Work, Working Art Clubs and other matters. The whole country is largely indebted to Mr. Montague Marks for the art culture, this Magazine gives, and every home should be a thousand fold more at home from the inspirations of beauty gathered from its ample pages. We wish a copy could find its way into all the reading clubs and art clubs and sewing circles of the land. No need of bare walls in the school-houses any longer; no need of unhealthy apartments, no need of thriftlessness and shiftlessness and hunger for pictures, any more. Club together with two or three others and send for it and thank us for a hint that will make all your after life richer, and sweeter, and more beautiful. Montague Marks, publisher, 23 Union Square, New York.

WIDE AWAKE, the coming year, will be strong in the element of romantic adventure demanded by the healthy American boy. Charles Egbert Craddock, who is announced to furnish the leading serial for the *Atlantic Monthly*, furnishes also the leading *Wide Awake* serial. It is entitled "Down the Ravine," and is a powerful story of life among the young Tennessee mountaineers. There is "A Group of Four True Western Stories," and "A Group of Four True Plantation Stories" (the last by Mrs. Jessie Benton Fremont), each and all of stirring adventure. "A Buffalo Hunt," by Lieutenant Wood, and "A Dahabell Wreck," by Julian Arnold,

and many other true records of adventure.

THE *Century* for November, begins its fifteenth year with an issue of about 200,000 copies. These papers on the "great battles" promise to prick some bubbles, and if great reputations suffer a collapse the people will perhaps see the difference between character and reputation.

The *Century* promises a series of rare papers in all departments, and as it is always better than its promise—the next volume will be one of the most brilliant ever issued.

THE MAGAZINE OF ART.—The November number of the *Magazine of Art* closes the volume for the year with unusual attractions. The frontispiece of the number is from Mr. F. A. Bridgeman's last salon picture, "The Bath at Home, Cairo," and is very suggestive of that artist's gorgeous oriental coloring. This picture accompanies an article on "The American Salon," by Mr. W. C. Brownell, who was until he left this country for Europe, the art critic of the *New York World*. A complete record of the art news of the month, both in Europe and America will be found in its usual place in the Magazine. Cassell & Co., limited, New York.

THE CHRISTMAS WIDE AWAKE will have a superb frontispiece in eighteen colors, reproduced from a water color by F. H. Lungren, by Louis Prang & Co., the famous Christmas card makers, and the foremost Fine Art Publishers of America. Nothing so beautiful has ever before been attempted in magazine publishing.

THE ART AMATEUR for October. Art students must be hard to please who cannot find some suitable model out of the variety of subjects given for their use every month in that helpful and practical magazine *The Art Amateur*. Theodore Child begins a series of illustrated articles on Artistic Bookbinding; Lavinia Kellogg a series of lessons on China Painting, and Clarence Cook and Roger Riordon continue their articles on the Modern Home, taking up "The Library," this month. Price 35 cents. Montague Marks, publisher, 23 Union Square New York.

PRINCIPLES OF GENERAL GRAMMAR, compiled and arranged for the use of colleges and schools, by J. Roemer, L.L. D., Professor of French language and literature in the college of the city of New York. D. Appleton & Co., New York.

Dr. Roemer has given us here a very valuable work and one which will command the attention of students everywhere. It is valuable not quite so much for the "technique" as for the philosophy of its statements. He says: "The art of drawing ideal into vision, or of exhibiting the conception of the mind by legible characters, may justly be deemed the noblest and most beneficial inventions of which human ingenuity can boast; an invention which has contributed more than all others to the improvement of mankind. With the invention of alphabetic writing commences a new era in the history of languages, from the control it exercised in the formation of new words and phrases and the development of language in general. Until then, sounds that vibrated in the air were heard and repeated without precision and language changed from generation to generation, for tradition alone could not transmit it without alteration. Thus every tribe, every family, may have spoken a different dialect, and each individual have had his own manner of pronouncing which in course of time must have necessarily affected and altered the words. Rules existed nowhere, and the caprice of a

few was enough to throw a growing idiom into utter confusion. Under such circumstances no progress of language was possible, for even innovation wants a principle to start from, and continual changes never lead to improvement.

CAPTAINS OF INDUSTRY, or men of business who did something besides making money. - A book for young Americans; By James Parton, Boston. Houghton, Mifflin & Co.

Whatever subject Mr. Parton writes upon, he illuminates and illustrates with remarkable power. The same qualities which served to make his biography of the infamous Aaron Burr so intensely interesting, are shown again in this volume of the "Captains of Industry." He is, perhaps, the best biographical writer we have at present. In this volume are presented examples of men who shed lustre upon ordinary pursuits, either by the superior manner in which they exercised them, or by the noble use they made of the leisure, which success in them usually gives. Such men are the nobility of republics. A distinguished author who lived some years at Newport, has expressed the opinion that the men who occupy the villas of that emerald isle, exert very little power compared with that of an orator or a writer. To be, he adds, at the head of a normal school, or to be a professor in a college, is to have a sway over the destinies of America which reduces to nothingness the power of successful men of business.

GEMS for little singers, by Elizabeth U. Emerson and Gertrude Swayne, assisted by L. O. Emerson. Published by Oliver Ditson & Co.

The two ladies who interested themselves in this little book have sent a thrill of delight into many thousands of homes. They are both accomplished musicians and Mr. L. O. Emerson—an authority on such matters, also passed upon the music—but the delighted little ones are after all the best authority, and they could not stop until a "trial" had been given to more, and every song and the twenty-six beautiful illustrated pictures had all been examined carefully. It is a "hit" and will be deservedly and immensely popular.

A HANDBOOK of Latin Synonyms, based on Meissner's "Kurzgefasste Lateinische Synonymik." By Edgar S. Shumway, A.M. Published by Ginn, Heath & Co., Boston.

The name explains the book. It is intended not as an exhaustive discussion of synonyms, but rather as a terse compendium whose sections should be germs to be more fully developed by the student. If the teacher but inspire the pupils with the spirit of exploration, placing finger-posts at doubtful places only, he has done far more to educate that pupil than if he place before him prolix definitions exhausting every shade of meaning, and so deprive the student of that zest and satisfaction which come from personal discovery. To encourage such explorations, wide margins have been left to be utilized in recording additions. All students of Latin should send for this little volume.

EDUCATION BY DOING, by Anna Johnson, teacher in the Children's Aid Society School, New York City.

This is a book which will be of great use to every primary teacher. It is the purpose of the little volume to show some of the many ways, and suggest others, in which young children may be kept pleasantly and profitably employed in schools and families. How to keep little ones happy, busy and orderly, has been a problem hard to solve. The exercises indicated aim at the solution of the above problems, and not only succeed,

but open the doors to a more extended field of employment. Published by E. L. Kellogg & Co., N. Y.

THE VIKING BODLEYS: An Excursion into Norway and Denmark. By Horace E. Scudder, author of the Bodley Books. Boston: Houghton, Mifflin & Co. Price \$1.50.

These "Bodley books" comprising a series of eight volumes, have been, and are to-day, and probably will be for along time to come, the most interesting and instructive series of stories published in this country, and we all learn with regret that this "The Viking Bodley"—is the last for the present. Mr. Scudder has told the stories so well that but few of us—if we had been over the ground in person would bring away such clear, vivid, distinct recollection as we get here. This volume takes us through Denmark and Norway revealing the manners, habits and customs of the people. There are eight full page illustrations and a large number of small ones. He tells us all about Hans Christian Andersen, and gives us a splendid portrait of this famous story teller—of Ole Bull, the musician, and Thorwaldsen, the sculptor. The whole series of these books are bound elegantly in illuminated covers and are a treasure in any household.

"How we Live, or the Human Body, and How to Take Care of It. An Elementary course in Anatomy, Physiology and Hygiene." D. Appleton & Co., New York.

We most cordially welcome and strongly endorse this work, and several others of its class to which we have called attention in these columns of late. Two or three conventions have lately been held in St. Louis to discuss them, bearing directly on the health of the people. These gatherings have been occupied principally with the question as to how best to deal with evils resulting from want of health. This little work, with others, deals with the question as to how best to prevent disease, and in this lies its great value. The law makers of New York and several other states have, by recent enactment, made physiology a part of the course of instruction in the public schools. The movement is in every way commendable and necessary, and this little work will help materially to explain and exemplify and popularize the study. This is starting at the right point. It is much easier to prevent than to cure disease and the consequent loss arising from it.

A READER of German Literature, prepared for High Schools, Colleges and German-American schools, with notes by W. H. Rosenstengel, University of Wisconsin. G. P. Putnam's Sons, New York.

We have here the master-pieces of German authors, Prof. Rosenstengel says, "thanks are due to German-American poets for their liberality, to Prof. Hart for many suggestions, and especially to my friend Dr. Castelnern of St. Louis, for his valuable co-operation."

A GRAMMAR OF THE GERMAN LANGUAGE.—For High Schools and Colleges designed for beginners and advanced students. By H. C. G. Brandt, Professor of German and French in Hamilton College, Clinton, N. Y., formerly of John Hopkins University, Baltimore. G. P. Putnam's Sons, New York.

"DESCRIPTIVE AMERICA" is a large quarto magazine, beautifully illustrated. Its contents, including a splendid county map of Michigan, is devoted this month to the Peninsula State. "Descriptive America" is published in New York, by G. H. Adams & Son, at 50 cents a copy, or \$5 a year, monthly. Dr. Brackett has special and peculiar qualifications for the editorship, as will be seen by the fidelity displayed in this number.



## RECENT LITERATURE.

**THE BOYS' AND GIRLS' HERODOTUS** being parts of the history of Herodotus, edited for Boys and Girls, with an introduction by John S. White, LL. D. Head-master Berkeley school, editor of the Boys' and Girls' Plutarch, with fifty illustrations. G. P. Putnam's Sons, New York and London.

This is a companion volume to the "Plutarch for Boys and Girls" and as that has been justly styled by competent authority "one of the great books of the world," this "Herodotus" is in all respects its equal.

We have space only for a very brief glimpse of this great character.

Herodotus was born at Halicarnassus, 484 B. C., and died at Thurium, in Italy, about the year 425. As in the case of Plutarch, our knowledge of his personal history is very meagre, aside from the little we glean from his own writings. A lover of poetry and a poet by nature, the whole plan of his work, the tone and character of his thoughts, and a multitude of words and expressions, show him to have been perfectly familiar with the Homeric writings. There is scarcely an author previous to his time with whose works he does not appear to have been thoroughly acquainted. Heavens, to be sure, was almost the only writer of prose who had attained any distinction, for prose composition was practically in its infancy; but from him and several others, too obscure even to be named, he freely quotes, while the poets Hesiod, Olen, Musaeus, Archilochus, the authors of the "Cypria" and the "Epigoni," Alcæus, Sappho, Solon, Esop, Aristæus, Simonides, of Coos, Phrynolochus, Eschylus, and Pindar, are referred to, or quoted in such a way as to show an intimate acquaintance with their works. His design was to record the struggles between the Greeks and Barbarians, to recount the mighty contest between liberty and despotism which marked that early period. He takes us back to the very head lands of human history, and his personal character was such as renders this vivid story well suited to the study of boys and girls—"He was as honest as the sun," impartial to friends and foes—this is Herodotus. The illustrations are elegant—fifty-four of them, many of them full page. There is also a synchronistical table of the principal events in Herodotus, and every one of 340 pages holds you in its grip with unbroken intent.

**HANDBOOK of Latin Writing**, by Henry Preble & Chas. P. Parker. Published by Ginn, Heath & Co., Boston.

The purpose of this volume is to obviate that ill success in Latin writing, which is largely due to the habit of translating the words rather than the thought. The exercises have a more general application than those commonly used and offer much food for thought. It is a neat little volume of 101 pages, 71 of which are devoted to exercises, the remaining pages being devoted to introductory remarks and general and special suggestions.

**SELECT German Reader for Schools and Colleges**, by Wm. Deutsch. Published by Ginn, Heath & Co., Boston.

Prof. Deutsch is the teacher of German in the Central High School, St. Louis, Mo., and has given us a work based upon the natural method,—the one by which a child learns to speak its own language, i. e. by constant practice in conversation. The Reader abounds in colloquial exercises, and aims at a mastery of the language, at least as far as conversational fluency is concerned.

**HISTORY OF GUSTAVUS ADOLPHUS**. By John L. Stevens, LL. D., recently United States Minister at Stockholm. G. P. Putnam's Sons, New York and London.

In this volume of over 400 pages divided into 28 chapters, we have a work throwing a new light on the "Thirty Years War." Among the persons whose genius, heroism, and force of character influenced events, and now commanding fame, in the seventeenth century. Gustavus Adolphus of Sweden is justly regarded of the first, as fascinating as romance, thrilling with all that is exciting and terrible in war, his life is pursued with interest and profit by those who wish to understand some of the most momentous events which have influenced the history of the modern world.

**GINN, HEATH & Co.**, have published another volume of the college series of Greek authors, entitled Sophocles Antigone, edited on the basis of Wolff's edition. By Martin D'ooze, Professor of Greek in the University of Michigan.

**FIRST PRINCIPLES of Natural Philosophy**, by Elroy M. Avery, Ph. D. Published by Sheldon & Co., New York and Chicago.

This is a plain simple volume by an excellent author. It is intended to meet the wants of schools which cannot give the time required for the completion of the author's "Elements of Natural Philosophy." Especial care has been taken to provide simple teaching experiments which do not require expensive apparatus. The binding, cuts and press are most excellent.

**A QUIZ BOOK, on the Theory and Practice of Teaching**, by A. P. Southwick, A. M. Published by Modern Teachers' Supply Co., Loganport, Ind.

In this volume of 220 pages we have 551 important questions on the Theory and Practice of Teaching, asked and answered. We believe the ground is fully covered, and without any general criticism on the merits of the work will say, that it will be of great service to all. A vast amount of useful information is found in the volume, and it deserves a place in every teacher's library.

**SADLER'S INDUCTIVE ARITHMETIC**.—W. H. Sadler, publisher, 6 and 8 N. Charles St., Baltimore, Md.

This book is but the fulfillment of the principle known to some few teachers, that he who would teach successfully, must make his own book. The general spirit of the volume is independent. "The book has not been prepared to compete with other arithmetics in supplying a popular demand," say the authors,—"it is not made so much to sell as to use in our own school, and the result is a practical, full and comprehensive work." In looking through the large volume, one sees all there is in other arithmetics and much more besides. It is, in the full sense of the word, a complete and practical arithmetic. Most teachers would be alarmed at the size of the book, but our long and successful experience in handling this study, compels us to say, "Fear not. It can all be done if done properly." It is full to the brim of examples from practical life, and is published in one or two parts to suit the convenience of grades in schools. Price, \$1.50. Part I, 85c; Part II, \$1.00.

**EVIDENCES of Organic Evolution**, by George J. Romanes. Price 15 cents. J. Fitzgerald, Publisher, 30 Lafayette Place, New York.

This is a strictly popular account of Darwin's famous theory of the Origin

of Species. Darwinism has brought about a revolution in the world of thought, profoundly affecting every branch of knowledge—history, philosophy, natural science, law, theology, philology, political science, &c. The cardinal principles of the theory are explained in the present work with such admirable clearness as to give to the average reader a just and consistent idea of its main features. Darwin himself warmly approved the publication of the work, and expressed the wish that it might be spread broadcast in a cheap edition.

**MISCELLANEOUS ESSAYS**. By Richard A. Procter. J. Fitzgerald, Publisher, 20 Lafayette Place, New York. Sent anywhere for 15 cents in postage stamps.

Mr Procter is unquestionably the most versatile of modern scientists, and the present work shows him at his best in many diversified branches of knowledge. The subjects treated are "Strange Coincidences," "Coincidences and Superstitions," "Gambling Superstitions," "Strange Sea Creatures," "The Origin of Whales," "Prayer and Weather." Finally there is a highly suggestive and practical essay on Learning Languages.

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The publishers of the Capital City Home Guest, the well known Illustrated and Family Magazine, make the following liberal offer for the holidays: The person taking to the longest verse in the Bible before January 1st, will receive a Solid Gold, Lady's Hunting Cased Swiss Watch worth \$60. If there be more than one correct answer the second will receive an elegant Swiss—winding Gentlemen's Watch; the third, a key-winding English Watch. Each person must send 25 cents with their answer for which they will receive FREE, postpaid, three months' subscription to "HOME GUEST," and an Elegant Lady's Work Box with the name beautifully inscribed on the cover. Each box contains 1 Silver Plated Thimble, 1 package Fancy Work Needles, 6 elegant Fruit Napkins, 1 package Embroidery Silk assorted colors, 1 package 5000 Black or Patchwork or Christmas Cards, 5 New Year Cards, 1 Lovely Birthday Card, and 1 copy of "Ladies' Fancy Work Guide," containing illustrations and descriptions of all the latest designs in fancy work. The regular price of the above articles is \$1.25, but to those who comply with the above requirements we will send them all prepaid for 25 cts. Pub. Home Guest, Hartford, Conn.





## WHAT IS CATARRH?

[From the Mail, (Canada), Dec. 15].

Catarrh is a mucous-purulent discharge caused by the presence and development of a vegetable parasite in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: morbid state of the blood, as the blighted corpuscle of tubercle germ; poison of syphilis, mercury, toxæmia, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and other poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in a constant state of irritation, ever ready for the deposit of the seeds of these germs, which spread up the nostrils and down the fauces, or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to cure this distressing disease by the use of inhalants, medicated vapors and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucus tissue.

Some time since a well-known physician of 40 years' standing, after much experimenting, succeeded in discovering the necessary combination of ingredients which never fail in absolutely and permanently eradicating this horrible disease, whether standing for one year or forty years. Those who may be suffering from the above disease, should, without delay, communicate with the business manager.

Messrs. A. H. DIXON & SON,  
305 King St. West, Toronto, Canada.  
and inclose stamp for their treatise on Catarrh.

What the Rev. E. B. Stevenson, B. A., a Clergyman of the London Conference of the Methodist Church of Canada, has to say in regard to A. H. Dixon & Sons New Treatment for Catarrh:

OAKLAND, ONT., CANADA, March 17, '83.  
Messrs. A. H. Dixon & Son:  
Dear Sirs: Yours of the 13th inst. to hand. It seems almost too good to be true that I am cured of Catarrh, but I know that I am. I have had no return of the disease, and never felt better in my life. I have tried so many things for Catarrh, suffered so much for so many years, that it is hard for me to realize that I am really better.

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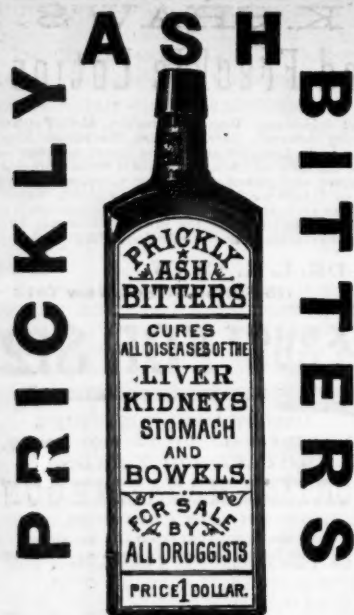
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#### CAKE! A CONTRAST.

DR. BICKNELL seems to have scent-  
ed out several good things up at  
Madison, of more-or-less importance.  
He gives a vivid, and brilliant, though  
short editorial account of how "the  
Governor's charming daughter had  
the oversight of baking ninety loaves  
of cake in her mother's kitchen," and  
how "Gen. John Eaton rose in his  
place, and said—if that one more came  
he would share his bed with him"—all  
of which impresses those of us unable  
to be present with a sort of an awful  
solemnity—so to speak, of the vast  
and important done by the  
6,000 teachers gathered at Madison,  
in suggesting wise and far reaching  
plans for future work. We did find  
two lines devoted to "National Aid,"  
and three lines devoted to the "Blair  
Bill;" but the "LL.D. President, Bos-  
ton," did know exactly how many  
"loaves of cake" were "baked." Auber  
Forrestier writes to *The Index* that  
"there is something else out of joint  
that was not touched upon; and this  
is the small pay awarded teachers and  
the uncertain tenure of office. If the  
teacher be a man, he is apt, after a few  
years' experience, to look for some po-  
sition that yields a better pecuniary  
reward; if a woman, with still small-  
er salary, she plods on, in the event  
of her not marrying, liable to too fre-  
quent change of position, with in-  
come so slender in many instances  
that she is utterly unable to make  
suitable pecuniary provision for old  
age. No wonder, then, that, in spite  
of all the enthusiasm naturally called  
forth by a profession that to a true  
woman is second only to the office of  
a mother, we see so many anxious,  
troubled, piteous faces among our  
teachers, more especially our women  
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wait in this way for the money they  
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speech in the United States Senate,  
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cation of the people, said: "I appeal  
now to the candor of senators if such  
a people are not only worthy of trust  
but of sympathy and admiration—a  
people whose government not only  
taxes them, but who, like the pelican,  
which is their emblem, take freely of  
their own substance and life-blood to  
educate and nourish their young."

"I am not here, sir, on their behalf  
to solicit favors nor to catch the  
crumbs that may fall from the table  
of a paternal government, and cer-  
tainly not to indulge in appeals to the  
bitter memories or controversies of  
the past; still less to make any apolo-  
gies; but I am here as an American  
senator, to do all I can in a proper  
and legitimate manner for the welfare  
and advancement of American peo-  
ple."

"Under my interpretation of the  
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for this bill, because I believe that  
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## GOOD METHODS.

FROM the *Practical Teacher*, edited by Col. F. W. Parker, we clip the following helpful suggestions to teachers:

It is best to have pupils handle the objects and make all the limitations for themselves. Pupils cannot well discover the truth in objects held or manipulated by the teacher. Let them make and discover by making their own limitations, and they will not be so limited in knowledge as they sometimes are. Put the work of limiting things by ones (numbering) in the hands of your pupils; let them weigh, measure, buy, sell, unite and separate. In this work, if properly conducted, children will find great pleasure.

PUPILS tell what they have read after a reading lesson. Teacher: Children, please write one thing that you have read, in one sentence. When this can be done easily, ask for two sentences, then three, four, and finally the whole story. All the devices hitherto suggested are to train pupils to write sentences by expressing at every step *original thought*.

ENCOURAGE variety in forms of expression and use of objects.

Make problems about uniting numbers: 1. Uniting equal numbers; 2. Separating a number into numbers; 3. Separating a number into equal numbers; 4. Finding the equal parts of a number.

EVERY sentence should be written for the sake of the thought. The form of the sentence should always be secondary—but because it is secondary it should be the exact and distinct expression of the thought. Never have pupils write a sentence for the sake of the sentence.

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HEARTS that are great beat never loud;  
They muffle their music when they come;  
They hurry away from the thronging crowd  
With bended brow and lips half dumb.  
And the world looks on and murmurs "proud,"  
But when great hearts have passed away  
Men gather in awe and kiss the shroud,  
And in love they kneel around their clay.  
Hearts that are great are always lone;  
They never will manifest their best;  
Their greatest greatness is unknown,  
Earth knows a little—God the rest,  
—[Anonymous.]

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I am not afraid, "you would get the worst of it ma'am," said he.

Get the worst of it? What do you mean? said she.

"Why ma'am I should only lose my berries, and you would be stealing; don't you think you would get the worst of it?"

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